

Building a Transition Assessment Toolkit

Presented by:

Dr. Mary Morningstar

mmorningstar@ku.edu

www.transitioncoalition.org

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The screenshot shows the homepage of the Transition Coalition website. At the top is the logo and the URL www.transitioncoalition.org. Below this is a navigation bar with links: Home, Training, Collaboration, Publications, Resources, and Login. The main content area is divided into four columns: Training, Collaboration, Publications, and Resources. Each column contains a list of links to various resources. For example, the Training column includes links to 'Training when YOU want', 'Online Modules', 'Online Courses', 'Graduate Programs', 'Summer Institute', and 'Mini Modules'. The Collaboration column includes links to 'Share with colleagues!', 'Models of Success', 'Assessment Reviews', and 'Our Partners'. The Publications column includes links to 'Materials you can use', 'Materials', 'Presentations', and 'Information you need!'. The Resources column includes links to 'Surveys', 'Websites', 'Missouri Agency Search', '100+21 Program Search', and 'Transition Tips Search'. Below the main content area, there are several featured sections: 'Quick Links' with links to 'Search Transition Tips', 'Search 10-21 Programs', and 'Assessment Reviews'; 'My Portfolio' with a login form; 'Tackling Transition in Rural Areas Webinar' for September 28, 2009; 'Employment Webinar Series' for September 22, 2009; and 'DCDT International Conference - Savannah, GA' for September 22, 2009.

Agenda

Part 1: Table of Contents

- Rationale for a Toolkit
- Defining transition assessment
- Federal and state regulations and procedures
- Assessment process
 - Timelines & checklists
 - Considerations
 - Guiding questions & formats
- Formal vs Informal Assessments
 - Definition, Types, Pros and Cons
- Family and Student Involvement

Part 2: Table of Contents

- Assessments by Domain (Show and Tell)
 - Career Development & Employment
 - Postsecondary Education & Training
 - Independent Living & Community Involvement
- Summarizing and Sharing Results
 - Summary of Performance
 - Outside Agencies
 - Family/student

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What is a Transition Assessment Toolkit?

- Who is it for?
- What kind of information is needed?
- What resources should be in it?
- How should information & resources be presented?



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Table of Contents

Part 1: Rationale

- **Defining Transition Assessment**
 - Definitions
 - What it is... what it is not
 - Purpose and Importance of Transition Assessment
 - Why assess?
 - **IDEA and Transition Assessment**
 - Plus state/district policies
- **How to Assess during Transition**
 - Transition Assessment Timelines/Checklists: When to assess, what to assess, who will assess...
 - Considerations for assessment
 - Guiding Questions
- **Family and Student Involvement**

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Part 2: Types of Assessments & Methods

- **Formal vs Informal Assessments**
 - Definition
 - Types
 - Pros and Cons
- **Assessments by Domain**
 - Career Development & Employment
 - Postsecondary Education & Training
 - Independent Living & Community Involvement
- **Summarizing and Sharing Results**
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Part 1: Defining Transition Assessment

**What's *YOUR* Definition? Think about a Definition;
Share with Partner & Enhance/Adapt**

Division of Career Development & Transition

Transition assessment is "the ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP" (Sitlington, 1996).

How does it compare?

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Defining Transition Assessment

What it is:

- Ongoing and cumulative
- Individualized
- Based on student's strengths, needs, interests and goals
- A PROCESS whereby the student self-aware
- Used to develop appropriate postsecondary goals

What it is not:

- Done once a year
- The same assessment for every student
- Only completed before the IEP to fill out the transition forms
- Only the special educator's responsibility

Adapted from: B. Charton (2007). Arkansas Dept of Ed *Transition Assessment Toolkit*

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Goals of Transition Assessment

- **Students make informed choices**
 - learn more about themselves
- **Students take charge of the transition process**
 - Use information from assessments to become self-determined and achieve outcomes
- **Students understand skills needed for postschool environments**
 - Compare future skills to current level of functional & academic performance
- **Students develop postsecondary goals**
 - Education/training; employment; independent living
- **Students continue to define and refine goals**
 - Ongoing

Adapted from: DeFauw & Roalson (nd) Building a Toolkit of Transition Assessments. Illinois Morningstar© 2011

Purpose of Transition Assessment

Facilitating a self-awareness...

through informing, discussing, and providing transition services by...

- Identifying students' strengths, interests and preferences
- Determining post-secondary goals
- Developing relevant learning experiences (instruction) & transition services
- Identifying supports (linkages) needed to accomplish post-secondary goals
- Evaluating instruction and supports.

From: Noonan, P., Morningstar, M., and Clark, G. (2009). Transition Assessment: The Big Picture. Transition Coalition: <http://www.transitioncoalition.org>

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IDEA and Transition Assessment Mandates

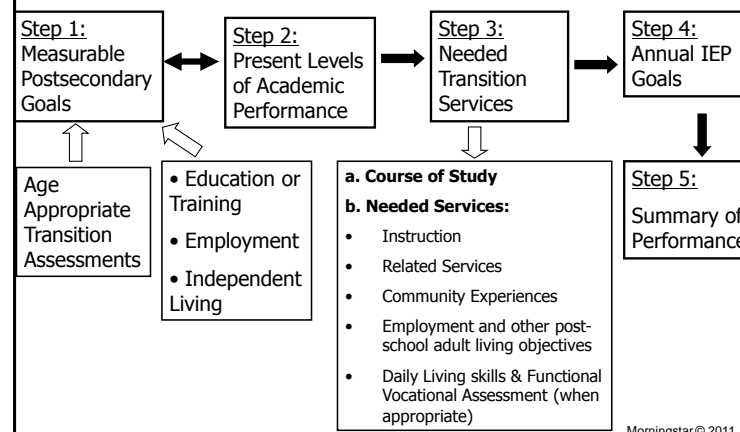
Beginning no later than the first IEP in effect when the student turns 16 and annually thereafter –

A student's IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. The IEP must include those transition services (including courses of study) needed to assist the student in reaching postsecondary goals. (Section 614)

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Transition Assessment & IEP Results Process for Transition Services

(adapted from: O'Leary, 2005)



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State Regulations & District Policies/Procedures

District Policy:

NAME School District has determined that all entering freshman's IEPs must include all transition components. This encompasses the following requirements and components of the IEP:

- Student must be invited to attend the IEP meeting
- Measurable postsecondary goals in 3 out of the 4 areas (employment, education, training, and when appropriate independent living)
- The measurable postsecondary goals must be derived from age appropriate transition assessments
- Transition supports and activities must directly align to postsecondary goals
- completion of the transition plan, which includes current transition activities, coordinated transition activities, and multi-year course of study
- Completion of age of majority section at the appropriate time (one year prior to 17th birthday)
- Completion of Summary of Performance at the appropriate time

NAME SD's broad district policy on transition assessment is that it needs to involve more than just the student. Information should be gathered from a variety of people who have knowledge of the individual student like parents, teachers, community partners, employers, post-secondary institutions, etc. This should be individualized based on the student. Transition assessments can either be formal or informal. The process needs to be: ongoing, have a clear purpose, be individualized, and integrate into the transition plan

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How to Assess during Transition

- **Transition Assessment Timelines/Checklists:**
- **Considerations for assessment**
- **Guiding Questions for Assessment**
 - When to assess
 - What to assess
 - Who will assess...

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Checklists & Timelines...

Grade Level Planning 8th—10th Grade



Grade Level Planning 11th—12th Grade

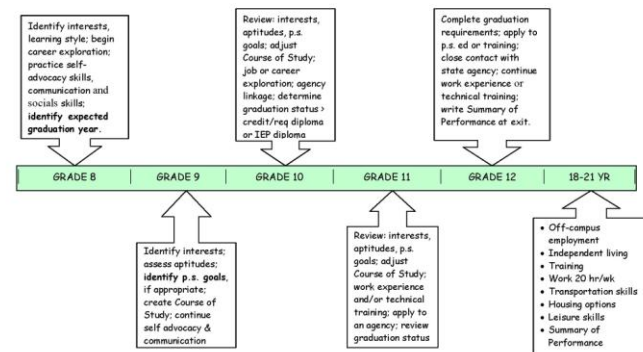


From: D. Byrne (2009). Transition Treasures Toolkit. Olathe, KS

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Adapted from Highline School District

Transition Timeline



From: The Center for Change in Transition services (2007) @ <http://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=34092>

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Transition Assessment Implementation Timeline

Suggestions for Assessment

Career Awareness
 Career/Self-Awareness
 Career Interests
 Career Exploration
 Career Development

	8 th Grade (or less)	9 th Grade	10 th Grade	11 th Grade	12 th Grade +
Vocational Interests, Exploration, and Career Development Tools					
Does the student have a vocational interest? Remember, you are trying to help the student answer the following questions:					
<ul style="list-style-type: none"> Who am I? What are my unique talents and interests? What do I want in life, now and in the future? What are some of life's demands that I can meet now? What are the main barriers to getting what I want from school and my community? What are my options in the school and community for preparing me for what I want, now and in the future? 					
Occupational Outlook Handbook www.bls.gov/oco/home.htm (full version)*	Prior to IEP <input type="checkbox"/> Student	Prior to IEP <input type="checkbox"/> Student	Prior to IEP <input type="checkbox"/> Student	Prior to IEP <input type="checkbox"/> Student	Prior to IEP <input type="checkbox"/> Student
www.bls.gov/ooh/12/index.htm (quick version)*					

From: <http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-0> 26

Individual Transition Needs

For students with disabilities, appropriate transition assessment tools are used to identify the student's strengths, needs, and interests, and to develop a transition plan that addresses the student's needs.

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Education						
Review credit audit worksheet						
Review Domain: Skills/Knowledge Inventory: Education						
Identify/review personal learning styles						
Re-evaluate and update IEP						
Establish / review graduation date						
Advise family post-secondary education options						
Identify/review post-secondary education goals						
Take ACT / SAT / PACT or assessment						
Visit local colleges / vocational schools						
Complete assessment for adult / post-secondary programs						
Initiate referral to 18-21 year old program						
Take appropriate ACT / SAT / ASVAB / CASSET						
Apply to post-secondary education programs						
Update Student Activities/Honors & Awards worksheet						
Career						
Begin / update personal career portfolio						
Career awareness, exploration, job shadowing activities						
Review Domain: Skills/Knowledge Inventory: Career/Employment						
Complete 6/10 year vocational / transition assessment(s)						
Obtain Colorado ID card						
Complete sample job applications						
Design / update résumé and references						
Complete / update cover letter						
Collect / add new letters of recommendation						
Explore in district vocational opportunities						
Advise families of employment services available						
Explore competitive summer job opportunities						
Explore career / volunteer opportunities						
Participate in job training opportunities						
Pursue competitive employment						
Develop post-secondary vocational plans						
Participate in vocational / work opportunities						

From: <http://www.cde.state.co.us/cdesped/TK.asp> Morningstar © 2011

Things to Consider

Learning Characteristics

- What is the student's learning style?
- What is the student's learning rate?

Instructional Approaches/Styles of Interaction

- What types of instructional approaches seem successful?
- Are there particular styles of interaction which are best suited to the student?

Physical Setting

- Does the student need physical support in setting?
- Does the room arrangement need to be modified to accommodate any equipment the student may use?

Interests and Motivations

- What gets the student excited?
- What are the student's interests?

Communication

- How does the student communicate?
- Is the student able to express their needs?

Friendships/Social Skills

- Does the student make friends easily?
- How does the student interact socially?
- Does the student require a behavior plan?

Parent/Professional Partnership

- How much involvement does the parent/care giver prefer to have?
- What form does parent/school communication take and what is the frequency? (i.e. daily notebook, weekly phone calls)

Achievement in Different Curricular Areas

- Reading
- Writing
- Math
- Science
- Social Studies
- Special Area Classes

Functional Routines

- Self-help skills
- School rules
- Free-time skills
- Community skills

Other School Routines

- Concerns about the bus or walking/ wheeling to school
- Breakfast
- Lunch
- Extracurricular activities/ participation
- Free time
- Transitions between activities

Health/Safety Concerns

- Medications
- Allergies
- Seizures

Equipment/Adaptations

- Does the student use any material aids or adaptations (i.e., picture schedule, pencil grips, calculator, picture lists)?
- Are testing modifications or adaptations needed?

From: D. Byrne (2009). Transition Treasures Toolkit. Olathe, KS

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Assessment Criteria to Consider

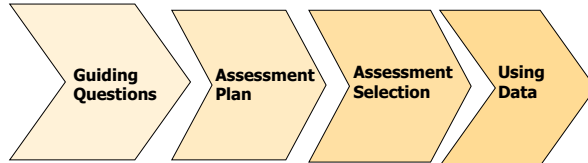
Assessment Should

- Focus on the whole child and measure processes that deal with students' cognitive, academic, social, emotional, and physical development.
- Be efficient; easy to administer, score and interpret; and not be excessively long so that students' attention and interest can be maintained.
- Include a range of methods and be completed in a variety of natural settings to ensure a broad view of the student.
- Be culturally appropriate and sensitive to cultural and linguistic issues.
- Be valid, measuring what it is supposed to measure, so that the results can be used to make educational decisions.
- Be reliable, with results that can be consistently produced when the assessment procedure is repeated using the same students and under the same conditions.
- Involve repeated observations to provide the evaluator with patterns of behavior, so that decisions are not based on atypical student behavior.
- Occur in natural settings.
- Be continuous, so that students' progress can be compared to their individual progress over time rather than to the average performance and behavior of a group of students.

From: D. Byrne (2009). Transition Treasures Toolkit. Olathe, KS

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Transition Assessment: Where Do You Start?



Who can assist with assessment?

Adapted from: Noonan, P., Morningstar, M., and Clark, G. (2003). *Transition Assessment: The Big Picture*. Transition Coalition Web site: <http://www.transitioncoalition.org>

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- What do we already know about the student's strengths, preferences & needs in employment, education, living?
- What do we need to know about the student's employment, education and living strengths, preferences & needs??
- What methods and sources will provide the information I need?
- Who will gather the information & What role will the student play in the assessment process?
- When will the assessment data be collected and used for transition planning?
- Is the student making progress toward his/her specific postsecondary goals (employment, education, living)?

Adapted from: Noonan, P., Morningstar, M., and Clark, G. (2003)

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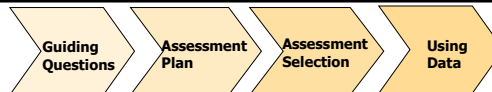
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Transition Assessment Planning Form

Transition Assessment Domains	Areas of Assessment to Consider	What do we already know about the student?	What do we need to learn about the student?	How will we gather this information?	Who will gather the information?	When will the information be gathered?
Current and Future Employment	Occupational Interests & Values					
	Work Aptitude					
	Work Readiness/ Prevocational Skills					
	Assistive Technology					
	Temperament/ Personality					
	Manual Dexterity					
	Work Environments					

Gaumer Erickson, A.S., Morningstar, M.E., Lattin, D.L., & Cantrell, L. (2008). *Transition Assessment Planning Form*. Lawrence, KS: University of Kansas, Transition Coalition.

www.transitioncoalition.org

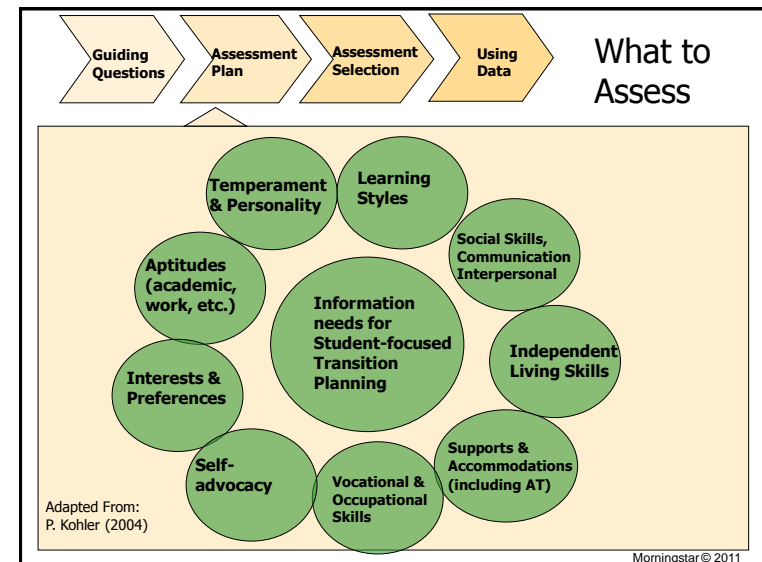
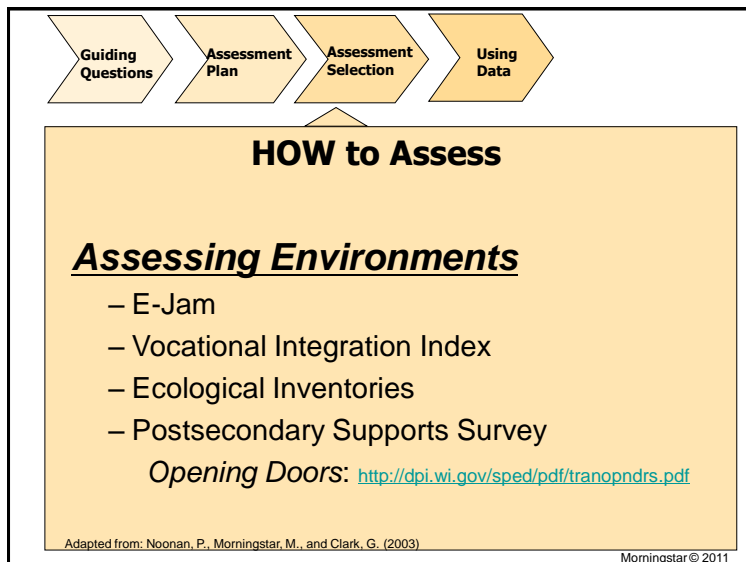
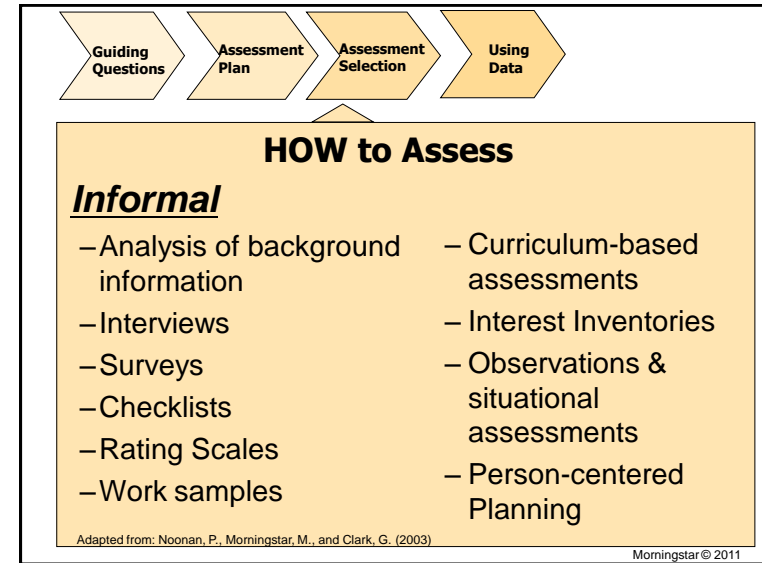
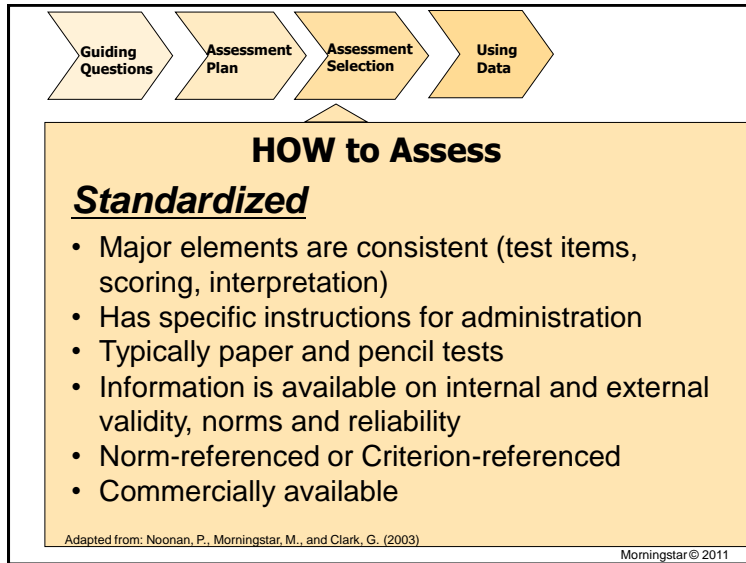


Assessment Plan Characteristics:

1. Customized to specific types of information needed
2. Appropriate to learning and response characteristics
3. Use assistive technology & accommodations
4. Include multiple ongoing activities to sample behaviors and skills
5. Must be verified by multiple methods & persons
6. Results stored in user-friendly way
7. Occurs over time (multiple years)

Adapted from: Noonan, P., Morningstar, M., and Clark, G. (2003)

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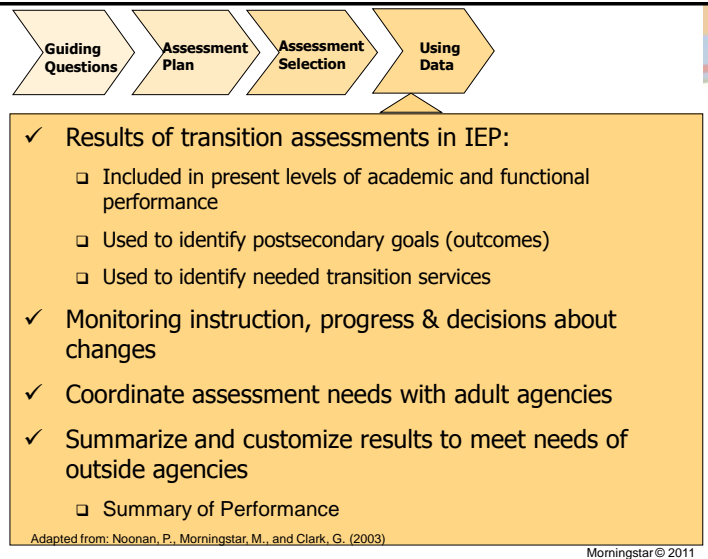
REVIEWING ASSESSMENTS

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Summarizing and Sharing Results

- Summary of Performance
- Outside Agencies
- Family/student

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Resources

- Colorado Dept. of Ed Transition Toolkit
<http://www.cde.state.co.us/cdesped/TK.asp>
- Transition Coalition materials and resources www.transitioncoalition.org
 - Transition Assessment: The BIG Picture online module
 - Resources and publications
- NSTTAC Transition Assessment Toolkit
<http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-0>
- Building a Transition Assessment Toolkit
www.wsti.org/documents/topics/a/Assessment-Toolkit.ppt
- The Center for Change in Transition services
<http://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=34092>
- Iowa Transition Assessment webpage:
<http://transitionassessment.northcentralrrc.org/>
- http://www.wsti.org/transition_topics.php
- *Quickbook of Assessment*
<http://www.tslp.org/docs/QuickbookIEPChecklistFinal091407.pdf>

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Overriding Theme

“A well planned and executed assessment that results in a well-balanced understanding of a student’s performance is one of the most important contributions to generating critical objectives, effective instruction, and meaningful outcomes.”

(Giles & Clark, 2001, pg. 80)

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